

### ERROR HUNTER

Instead of direct intervention, give hints like, “There are three spelling errors in paragraph one.”

This encourages pupils to investigate their work, find faults and fix them themselves, building independence.

### SPOTLIGHT SUCCESS

When several pupils share the same misconception, use a visualiser to display a model piece of work. Pupils can instantly compare their own work, find faults and fix them while seeing a clear example of success.

### NEXT STEP NOTES

Swap vague instructions like “vary your sentences” for specific tasks such as “expand or shrink this sentence” so pupils know exactly what to do next to improve.

### THINK DOTS

While circulating, place a small, non-permanent dot or counter on work that needs attention. This gently signals pupils to pause, reflect and self-correct without the pressure of a permanent mark or direct intervention.

### RECIPE for FUTURE ACTION

Pupils turn feedback into a short, repeatable plan they can use in future, helping them think about how they write, not just what they wrote. After receiving and responding to feedback about “show, not tell”, a pupil writes their recipe:

*Next time I describe a feeling, I will remove the emotion word and add an action tag or detail to give clues rather than directly telling.*

### TEACHER THINK

Before handing in their work, pupils pause to think like the teacher and predict the feedback they are likely to receive.

Before submitting a paragraph, a pupil thinks:

*Have I expanded my sentences with precise details or have I added too many adjectives? If I were the teacher, I'd say: choose one strong word and cut the rest.*